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ABSTRACT

Sixteen papers address the training and professional development of graduate teaching assistants. The papers are: (1) "Preparing Graduate Students To Teach: Past, Present, and Future" (Nancy Van Note Chism); (2) "The Role of Centralized Programs in Preparing Graduate Students To Teach" (Jacqueline A. Mintz); (3) "The Disciplinary/Departmental Context of TA Training" (Shirley A. Ronkowski); (4) "Thinking Developmentally about TAs" (Jody D. Nyquist and Jo Sprague); (5) "Creating a Foundation for Instructional Decisions" (Marilla D. Svinicki); (6) "TA Training: Strategies for Responding to Diversity in the Classroom" (Matthew L. Ouellett and Mary Deanne Sorcinelli); (7) "Getting Started with TA Training on Your Campus" (Frederic Stout); (8) "Teaching Teaching: The Importance of Courses on Teaching in TA Training Programs" (Michele Marincovich); (9) "International TA Training and Beyond: Out of the Program and Into the Classroom" (Ellen Sarkisian and Virginia Maurer); (10) "Helping TAs Improve Undergraduate Writing" (Jack Prostko); (11) "Technology and TA Training" (Michael J. Albright); (12) "Evaluating TAs' Teaching" (Beverly Black and Matt Kaplan); (13) "Teaching Portfolios as a Tool for TA Development" (Pat Hutchings); (14) "Evaluating TA Programs" (Nancy Van Note Chism); (15) "TA Certificate Programs" (Stacey Lane Tice, Patricia H. Featherstone, and Howard C. Johnson); and (16) "Preparing Future Faculty Programs: Beyond TA Development" (Stacey Lane Tice, Jerry G. Gaff, and Anne S. Pruitt-Logan). (Individual chapters contain references.) (DB)

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